

THE

ILLINOIS

# AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

VOL. XVII.

CHICAGO AND ST. LOUIS, MARCH 13, 1884.

No. 3.

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16-17

## AN IMPORTANT DAY.

THE friends of good schools in Illinois will remember, and, we hope, make wise provision for the election of the 12,000 school directors, April 21, 1884.

These school directors will have charge of the education of the children of the State. If they are wise they will employ competent teachers, pay them well and secure good schools.

If the people elect intelligent, wide-awake, progressive school officers, Illinois will take a step forward and upward. If they elect men indifferent to this great interest, to this important position, Illinois will take a step backward.

The school interests of this great State are vastly more important to the people than the wheat crop, or the corn crop, or the question as to who shall be elected as the next President of the United States.

If the third Saturday should be agreed upon to fix the price of pork, or of wheat, or of corn, there would be a pretty large representation and a great deal of interest. But the education of the children is worth more to the State than the wheat or the corn or the hogs.

We hope this matter will be looked into, and that you are all ready to elect progressive men to this important office.

PARENTS should remember that the children lose, by being out of school nine months, about all they gain by attending school three months—so it is about as well not to have any school, as to have it only three months in the year. Provision should be made at the annual meeting to continue the schools six or eight months, and to pay the teachers each month, as other county and State officers are paid.

LET the facts be laid before the tax-payers, as to the value and necessity of the work our teachers are doing, and there will be no mistake about provision being made for longer terms at the next annual meeting to be held April 1st, 1884.

MISSOURI, Texas, Arkansas, Mississippi, Louisiana, Tennessee, and other States are providing for longer school terms and to employ better teachers. The public sentiment of these States is changing rapidly in favor of the schools continuing from six to nine months and in favor of giving our teachers more tools to work with.

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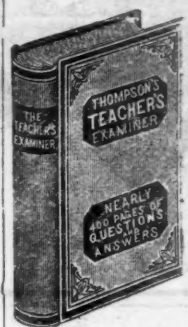
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No. 3.

Printed for the Editors, by PERRIN & SMITH, and "Entered at the postoffice at St. Louis, Mo., and admitted for transmission through the mails at second-class rates."

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J. B. MERWIN, Managing Editor.  
HON. R. D. SHANNON, PROF. J. BALDWIN, PROF. G. L. OSBORNE, PROF. R. C. NORTON, Associate Editors.

CHICAGO AND ST. LOUIS, MARCH, 1884.

Terms, per year \$1.00  
Single copy 10

We have been obliged to change the services of one or two of our mailing clerks, and as a consequence some of our editions were not mailed as early as they should have been.

We hope to avoid this in future. Do not fail to notify us by postal card if the JOURNAL is not received regularly and promptly.

The Missouri Valley Superintendents, an organization including the superintendents of municipal public schools in Kansas, Missouri and Nebraska, will hold a meeting April 4 in Atchison. The executive committee, superintendents of Kansas City, Mo., and Omaha, Neb., schools have arranged for discussion at this meeting the following subjects: "Time advisable to devote to grade-work or elementary instruction;" "Assistance superintendent can give to teachers and pupils;" "Advisability of collecting and publishing statistics;" "How to help dull pupils."

THE Board of Curators of Missouri University at a late meeting reorganized the Rolla School of Mines, making it a strictly engineering school, and authorized the sale of 5,000 acres of land for the purpose of establishing and equipping a laboratory in this school.

A good knowledge of book-keeping and English composition are now added, as requirements for law students at the State University.

THE announcement of the 24th annual St. Louis Fair is already out. It will be held from Monday, October 6th, to Saturday, October 11th, 1884, both days inclusive. \$50,000.00 have been already appropriated for premiums on horses, cattle, sheep, swine and poultry, agricultural implements, machinery and mechanical displays, textile fabrics and farmers' products.

ARRANGEMENTS should be made at the annual school meeting to be held in Missouri, April 1st, to pay our teachers, over nine thousand of them, monthly and regu-

larly and promptly, as other county and State officers are paid. The work they do is quite as important in its place as the work done by other county and State officers.

THE public schools of Pueblo, Col., have a daily attendance of 1,500 pupils.

THERE is a steady, solid growth of public sentiment, not only to maintain our public schools, but to make them better—to increase the length of the school term—to pay the teachers better wages, and, better than all, to employ more competent teachers. In this last move lies the secret of success. We can get competent teachers when we pay them properly and promptly.

THE intelligent man is a producer—is law-abiding—sees the obligation he owes to society and to his family, and provides for the discharge of all their duties—the ignorant soon become helpless and indifferent.

HAVE the estimates made according to law—the taxes levied according to law—collected according to law, and then pay the teachers every month, as other county and State officers are paid.

LET Congress act; give the needed money to open and maintain good schools—open the eyes of the illiterate, and enable them to do something for themselves and the State.

EDUCATION pays—ignorance costs. The intelligent person can do things, and do them well—the ignorant person not only works to a disadvantage, but does very little and very poor work. Intelligence pays—ignorance costs.

## MISSOURI.

THE Lexington (Mo.) Female College has added a building 103 feet by 45 feet to its institution, at a cost of \$25,000.

St. Francois county has permanent and township school funds amounting to \$23,000, securely loaned at eight per cent, which gives the county officials \$1,840 annually towards maintaining the public schools in a flourishing condition.

WE hold this theory; let us act on it, in all education. The well-trained minds, the virtuous souls, are more than mines of precious metals, are more than fertile soil, are more, immeasurably more, than all the materials of industry or trade.

Why so? Because they create wealth, wield it, utilize it; they organize new communities; they enact laws; they sustain the institutions of justice, the institutions that protect civil liberty, the interests of all human fellowship and brotherhood.

LET the children in the schools contribute something, be it ever so small an amount, to relieve the sufferers from the floods along the Ohio and down the lower Mississippi. It will do them good, as well as the recipients.

LONGER school terms, better teachers, more liberal payments—these are the present pressing demands to secure needed improvements in our schools.

STATE SUPERINTENDENT COLEMAN says the Annual School Meeting in Missouri must be held on April 1, 1884. Are you all ready for it?

OUR friends who inquire for the best school law will find the Indiana law to be the best.



## THE NEW DEPARTURE.

MR. E. H. LONG says, in regard to the new departure proposed, "Should the introduction of some system of manual training or industrial education, into the school systems of this country, do no more than to annul the growing feeling that manual labor is not respectable, it would accomplish a great and justifiable end; but this, alone, is not considered a sufficient ground to warrant the expenditure of funds from the public treasury; nor would the preparation for special trades or callings, alone, be a true basis upon which to build a system of free manual training, nor would this aim accord with the spirit of the age. This question, hence, arises: is there sufficient grounds for the introduction, and maintenance of manual training, or industrial education, in our system of free schools?"

"In order that we may consider this question from a rational standpoint, let us briefly state the generally acknowledged leading principles upon which our free educational systems are founded: Our social and political condition rests upon the intelligence, morality, and industry of the people. It is the duty of the State to make possible and to foster the highest and most rational social condition of the people. The State must see to it, that all may enjoy the right of freedom; that justice is administered to all; hence the State must provide the means whereby all may become intelligent and industrious, and may be able to recognize and respect the universal principles and necessary conditions that make possible all human organizations. Civilization rests upon the power to combine and form rational, social and political systems, and this requires intelligence and moral sentiment; hence, the State or a community has a right to establish and support the school, which has for its function the teaching of necessary facts, the training of the intellect and the inculcation of moral principles.

"The means used in the school are the study of the language and mathematics, both of which are considered as necessary, as well as universal in their application; the study of geography and history is thought to be quite indispensable, since it presents the possibilities of human combination and reveals human character. The study of form and color, and the ability to construct what the eye sees and the mind conceives,

is claiming, and justly, too, a place as a means for securing intellectual and moral culture.

"The ends sought in the school are, the conscious unfolding of the mind and the growth of intellectual power; the formation of character and the possession of necessary facts.

"The studies pursued are the means for accomplishing these ends."

## ANNUAL SCHOOL MEETING.

ARE you all ready for the Annual School Meeting, April 1st? The School law of Missouri, says: "The annual meeting of each school district shall be held on the first Tuesday in April of each year, and the school year shall commence on the first day of July. Said meeting shall be held at the district school house, at the hour determined upon at the last preceding annual meeting; but if no hour has been thus designated, it shall be held, commencing at two o'clock p. m. If no school house be located within the limits of the district, the time and place of meeting shall be designated by notice in the same manner as hereinafter prescribed for special meetings. If the qualified voters of any district shall fail to meet and elect school directors on the third Tuesday in April, 1874, the directors elected under the provisions of the law, approved March 19, 1870, shall continue in office and discharge all the duties of school directors under the provisions of this chapter until the annual meeting in April, 1875." (Laws of 1883.)

## TAKE ACTION.

PETITIONS pour in for the \$50,000,000 appropriation for educational purposes. Individual teachers can do much—are doing much in this direction.

In view of the fact that more money is needed in St. Louis for school purposes, Col. Rombauer, at a last meeting of the Board, offered the following preamble and resolution. We hope other cities will take similar action early.

WHEREAS, The means of the St. Louis Public School Board are not adequate to the great and growing demand for education in this community; and,

WHEREAS, It is fair to presume that other communities are in the same condition; and,

WHEREAS, A surplus is likely to occur in the revenue of the United States, derived mostly

from taxes to which every person contributes nearly equally; and,

WHEREAS, The benefits are likewise to conduce to the welfare of all persons living in the United States: Be it therefore

Resolved, 1. That our Representatives in Congress be requested to inaugurate legal enactments which will authorize the distribution of every surplus per capita of school children in every State; 2. That a certified copy of these resolutions be forwarded to the Representatives of St. Louis Districts in Congress and printed copies be sent to Boards of Public Schools in all the leading cities of the Union.

## WE ARE NOT POOR.

FROM a glance at some of the census bulletins which have been issued in advance of the forthcoming reports, we learn that the aggregate value of property in the United States in 1880 was \$43,642,000,000. Look at those figures again, if you please. This sum is distributed among the following grand classes: Farms, \$10,197,000,000; residence and business houses, real estate, capital employed in business, \$9,881,000,000; railroads and equipments, \$5,536,000,000; telegraphs, shipping and canals, \$419,000,000; live stock, farming tools and machinery, \$2,406,000,000; furniture and other personal property, \$5,000,000,000; mines, etc., \$780,000,000; annual product of manufacturers, agriculture and importation of foreign goods, \$6,160,000,000; buildings and real estate exempt from taxation, \$2,000,000,000; specie, \$612,000,000; miscellaneous, \$650,000,000. We are, you see, able to educate the people of this country, able to maintain our school systems and make them more efficient, able to pay our teachers for the work they do.

## A POSITIVE INFLUENCE.

THE public schools are assuredly not without the fundamental principles of morality, both in example and precept. An immoral character or conduct, or profane and indecent language, is sufficient cause for the trial and dismissal of a teacher. And are not the pupils required to be truthful? Are they not urged to be honest and upright and honorable in conduct? Do they not find their readers crammed with lessons of purity, of self denial for the sake of principle, of devotion to duty, of the nobility of manhood and the beauty of a virtuous and useful life? The

best and purest thoughts of the truest men and women make up these reading books; and the moral influence on these young and impressible minds is often as lasting as it is gracious. Many and many a teacher is as conscientious as zealous in training the moral character of his scholars.

## MANUAL TRAINING.

MR. E. H. LONG, Superintendent of schools in St. Louis, presented some data with reference to this subject, at a recent meeting of the Board of Education that will command the attention of teachers and educators throughout the country. Evidently the public mind is setting very strong in this direction, and it is wise to examine carefully the basis upon which the movement is founded.

Mr. Long asks, "Can a system of manual training or industrial education be made a most efficient means for securing intellectual development, and moral growth, a knowledge of form and the mastery of its language, the control of muscular force that the hand may construct what the eye sees and the mind conceives; in short, the ability to see, to think and to do? If so, then it must be accorded a place, and a prominent one too, among the means for securing the education of the young.

The method pursued and the material used will determine the success or failure of an enterprise of this kind. In elementary instruction the material must be of such a nature that it can be easily formed. Clay and pasteboard answer this end. In the kindergarten, manual training is practiced in the most elementary form, and the methods there pursued accord with true educational principles.

"This work must begin with geometric solids and forms. With the object before the child, he is taught first, to observe, to see the parts of which the object is composed—i. e., surfaces, lines, angles, color, etc. The conscious mental process thus far is attention, and the power to separate the appearance of the things into parts (analysis); he learns to express in words this knowledge gained through his power of attention and analysis. 2d, As he advances, he is led to compare the object with other objects by noting in what respect the object and the parts of the object differ from or resemble other objects



that are presented; he is also led to see the relation of the parts and to arrive at conclusions. In these efforts the mental act is that of reflection, and, if pursued, carries the mind over into the consciousness of its power to unite into a system the elements gained by analysis.

"He now represents the form of the object by a drawing upon his slate or upon paper. (Drawing is the language of form.) And in turn, constructs from clay, paste-board or paper the object represented by his drawing, and, finally, through the knowledge and power gained by the preceding course he is able to unite elements into forms that have never been presented to him in the object, and with the material used, to construct objects embodying these forms. This last process is synthetic and constructive, and is the highest power reached by the mind until it has gained sufficient strength to be able to recognize the universal and necessary conditions underlying all material things and all thought,—a power that carries one beyond and above all material forms.

"The above is an outline of the order of mental development, as shown before, and must follow from all true methods of instruction; but with objects before the pupil, and with material for drawings, and material out of which to construct like objects, the child realizes most completely the processes involved in his knowing, thinking and doing."

#### FEDERAL AID.

THE National Educational Association met in Washington, D. C., in the middle of February, with Hon. B. L. Butcher, of West Virginia, as President. At this meeting there were delegates from every section of the United States, and also the Interstate Commission for Federal Aid to Education. The meeting recommended to Congress a measure which, in its provisions, require that for twelve years after the passage of the act there shall be apportioned for each illiterate person between the ages of 10 and 20 years, inclusive, in the several States of the Union as shown by the census, and for each person inclusive of the ages of 6 to 20 years as shown by the last census, the following amounts: First, second and third years, each year, \$4; fourth, fifth and sixth years, each year, \$3; seventh, eighth and ninth years, each year, \$2; and tenth, eleventh and

twelfth years, each year \$1, and at the twelfth year the aid shall cease. By the provisions of this bill it is proposed to give 2,000,000 persons \$30 each in twelve years for educational purposes.

The Congressional Committee on Education has been directed to inquire into the wording and management of agricultural colleges, in aid of which lands had been granted to the several States and Territories, and to recommend measures to secure to the industrial classes the benefits intended by the act of Congress donating these lands.

Senator Vest, of Missouri, in a public letter to a friend recently, writes: "No one can be more thoroughly devoted to the cause of popular education than myself. I believe this Government to be the greatest blessing ever given to man as a means of earthly happiness, and I believe that popular education is the great instrumentality by which free institutions must be preserved."

Representative Willis claims that a statistical report will show that in the fourteen Southern States, and in fourteen Northern States the balance of political power is held by illiterate voters, those who cannot read.

At the last Presidential election 30 States with 298 electoral votes had illiterate voters in majority over those that could read. In 1880, 58 out of the 76 Senators and 292 out of the 325 Representatives in Congress were from States and districts where illiterate voters held the balance of power.

The latest estimated value of school property in the Southern States is about \$6,000,000, while in the Northern States it is \$188,000,000.

The Iowa Legislature proposes to give the children of soldiers and sailors, whose home is in the State, free tuition in the Iowa State University.

WHERE all are educated, and directive power exists on every hand, it finds its employment chiefly in building up the wealth of the community. The directive power required every day to manage a system of railroads like the "Wabash" or the "Missouri Pacific" or the "Iron Mountain Railroad" is as great an affair as the government of a small kingdom. Thus self-directive intelligence makes for itself avenues for employment. Nothing is lost. Directive power finds it easier to secure a competence by industry than by intrigue and rascality.

ON page eight and nine, of the Missouri School law, is defined the powers of the annual school meeting. Are you all ready with facts, figures and estimates? If so, and the law is complied with, there is hope for an advance step to be taken in school matters in Missouri for 1884.

EDUCATION improves the general judgment and the reasoning powers. The man of intelligence sees the relation of things in a larger and clearer way, and reasons more wisely and safely, both as to the ends to be attained and the means of attaining them. He is, therefore, fuller of resources for his work, whether it is hand-labor or headwork.

#### INCOME AND EXPENDITURE.

THE total annual school income, as reported for all States and Territories, is \$88,142,088; the total expenditure, \$85,111,442. The total estimated real value of sites, buildings, and all other school property for thirty-one States and eight Territories is \$186,143,452. The expenditure in the year per capita of pupils enrolled in public schools, thirty-seven States and seven Territories reporting, ranges from \$1.71 in North Carolina to \$21.43 in Colorado.

THE country schools and the country school teachers most need help and encouragement and instruction.

The facts are that the mass of our people are to be instructed in the country schools, and they must receive more care and attention.

THERE is plenty of time between now and the first Tuesday in April to work up an interest which will insure a six or eight months' school, secure a more liberal estimate for teachers' wages, and a levy of taxes so that the treasurer will have funds to pay the teachers every month, as they ought to be paid and as other county and State officers are paid.

CECIL'S saying of Sir Walter Raleigh, "I know that he can toil terribly," is an electric touch. . . . We cannot read Plutarch without a tingling of the blood.

#### LET us remember that

"He who has a thousand friends has not a friend to spare,  
And he who has one enemy will meet him everywhere."

OUR teachers are doing more directly to make an intelligent constituency and to create a de-

mand for good newspapers than any and all other agencies combined. The editors of the State know, and appreciate this work on the part of our teachers too, and anything they can do to facilitate their plans and wishes they will do cheerfully.

PROMPT pay brings the best work. Our teachers need to do their best. Time passes so rapidly that the pupils in our schools, parents and school officers need to co-operate constantly and cheerfully, so as to get the most and the best in the short space of time allotted to preparation for the more active and responsible duties of life.

THE most eminent, experienced and practical educators we have, say it is a fact that with a set of Outline Maps, Reading and Writing Charts, a Globe and a Blackboard, teachers can instruct a class of twenty or thirty more effectively and profitably, and do it in less time than they would expend upon a single pupil without these aids. In other words, a teacher will do twenty or thirty times as much work in all branches of study with these helps as can be done without them—a fact which school boards should no longer overlook, and provision should be made for these necessary things, at the annual meeting.

OUR people are ready for a forward movement in school matters, writes one of the most active and intelligent county superintendents of Illinois. They want better schools and school houses—better teachers and longer school terms.

IN every State, and in every school district of every State—the wise, equitable and permanent basis for a public school system is to tax all the property, real and personal, to maintain public schools eight or ten months in the year. Is the law plain and specific and adequate to accomplish this at present?

THE public schools, let it be remembered, send very few out of the large number of criminals in our penitentiaries. Most of them have no education. Very few have had a thorough public school education. The average statistics of the United States show that out of the small per cent. of the people unable to read and write come about one-third of the criminals, and of the remaining two-thirds only one in a hundred had been educated in the higher branches."



## ARKANSAS

### American Journal of Education.

J. KELLOGG..... } Editors.  
J. B. MERWIN..... }

#### NATIONAL AID TO EDUCATION.

CONGRESSMAN WILLIS, who has been on the Committee of Education and Labor for six years, recently said in reference to the present Congress: "There is just one bill which the Committee on Education will have to work on—the bill for giving Federal Aid to the State Public Schools." This committee consists of Mr. Aikin, chairman, and Messrs. Converse, Willis, Budd, Arnot, Duncan, Winans (of Wisconsin), Taylor (of Ohio), Hatch (of Michigan), Milliken and Morrill.

Two more bills on this subject have been introduced in the House of Representatives—one by Congressman Perkins, to appropriate \$30,000,000 annually for the purpose of aiding in the support of common schools; and the other by Congressman Ryan, to establish an educational fund for the education of the people.

The Senate Committee on Public Lands recommended the passage of a bill, to donate a part of the Fort Smith (Ark.) military reservation to the city of Fort Smith, for the support of free schools.

We like to give a well earned and well deserved complaint like the following the benefit of our circulation. What has been done in Malvern can be done in every city of Arkansas if the school officers will put equally competent persons in charge of the schools, and then "permit the system and work to develop itself without constant change."

The *Malvern Meteor* says: "Under the experienced and able management of Prof. Crawford, seconded by the assiduous and able assistance of Prof. Thrasher, and supplemented by the skillful and ingenious work of the lady assistants, the district may well expect the highest results from their school, if the system be permitted, without constant change, to fully develop itself. With such management and thorough instruction as are now inaugurated in the school, our graded school will become the nucleus from which will be dispensed the higher mind training of all the surrounding county, and Malvern will become the hill of Minerva for this section of the State."

#### NERVOUS PROSTRATION.

ANNA C. BRACKETT.

DURING the recent meeting of the association for the advancement of women, a paper on School Training, called out a spirited discussion. Perhaps there is no more encouraging feature of to-day than the manifestation of general interest whenever a teacher touches the subject of schools. The excited and general discussions which follow, simply certify to the conviction of the people that the main work to be done in the country and the chief interest of the nation centre in those who are not yet, but who are to be, the men and women of our land. Whatever may be the ambition of the parent, his one wish seems to be to start his children on the vantage ground to which he has attained in his own maturity. When dangerous tendencies are pointed out in our schools, the whole community becomes excited and anxious. To improve the condition of the schools, every citizen wants to lend a hand, at least by advice, and teachers should learn to pardon the free offering of this utterly impractical advice in consideration of the interest testified to.

The discussion above referred to was carried on mainly by women physicians, the first of whom, Dr. Bedell admitted, that the cause of nervous prostration among school children was not easily to be discovered, and passed on from this statement, to point out that thinking and teaching were quite different from each other. This is a truth which we teachers have often pressed, as the undoubted fact that the brain and nervous system generally are more exhausted of vitality by the latter than by the former. The nervous prostration which is often laid at the door of devotion to study, in certainly four cases out of ten, we believe, would be found to come from the reading of exciting books which works on the emotions or from emotion excited in other ways. The other six cases will almost always be accounted for by carelessness in regard to the simplest laws of health, and to food, clothing or sleep.

Dr. Bedell is reported to have said, it seems as if it must be incorrectly, that emotion is "not an activity of the brain." It would, perhaps, be a little difficult to explain of what organ it be an activity, if not of the brain, or to account satisfactorily for the terrible brain exhaustion produced by violent emotion. The truth is, that it is impossible to have emotion separate from thought.

We certainly thank Dr. Bedell for so emphasizing our statement, that "clean, clear, intellectual work never broke anyone down," but we must take exception to the statement that "the remedy is to be found in one word: Recreation." We should say rather, that the remedy is to be found in two words: *Better teaching.*

It is not work, but worry, which breaks down a nervous system. A machine runs smoothly and noiselessly as long as each part is adapted to its purpose, is fitted to every other part and is kept well oiled. If the parts are inharmonious or the unavoidable inequalities in the surface of the metal are not filled by oil, we have jarring, creaking and friction; we have a machine which is simply grinding and knocking itself to pieces. The trains on our railroads runs smoothly, safely, and this with a high rate of speed, if the track is clear. But put two trains to run on one track in opposite directions, or pile up useless lumber on your track, and the result is fatal.

It is just the same with the mind, and what in the adult mind goes by the name of worry, is duplicated in the child and mind by the word *confusion*. If the tracks are kept clear, if contradictory statements are not given, if all the old, useless lumber of past centuries in unproductive facts, dates and statements is not confusedly piled up, the mental trains will run smoothly and without friction, and the mental activity will produce mental strength and soundness. It is not more recreation, but better teachers that the children need to fight against nervous prostration.

It is teachers who can teach in the line of common sense, and not blindly follow out worn paths. It is teachers quick to feel the condition of the child's mind, and who never accept a string of words as the substitute for a thought. It is teachers who are at least as patient as the farmer is with his seed or the merchant with his ventures. It is teachers who dare to face the demand for large numbers and high percentages. It is teachers, who, in self-defence, demand to be relieved from the petrifying influence of the system of graded schools, which keeps one teacher year after year teaching just the same grade of pupils, without ever a chance to know the basis on which she builds or the real result of her own work.

The children in the United States have recreation enough, and recreation will never give them the strength of mental fibre which resists insanity, prevents intemperance in any of its forms, and fits them for American citizens.

The parents are too ready to grant recreation. The physicians are too ready to prescribe it. What we, the teachers say, is, that it is better teaching that the children need, firm and just government, less appeal to emulation, total abolition of theatrical shows and exhibitions, and a wise leading and training of the mental activity, which renders impossible confusion of ideas, the natural result of which is nervous prostration.

THE *Arkansas Democrat* says truly that "when we have better

teachers throughout the State, we shall have better schools, and in a short time a higher degree of intelligence among the people. We value the services of first-class teachers too lightly."

Eruptions and malignant fevers are conquered and cured by *Samaritan Nerve*. \$1.50.

"YES, continue our advertisement. We hear from it right along," say a very large number of our generous advertising patrons—and, as you see, we do "continue them."

Be sure and read them carefully—all of them—for there is not a line but what is worthy and reliable, and as usual, do yourself the credit and your friends the favor of telling just where you found them, in the *AMERICAN JOURNAL OF EDUCATION*.

"Dr. Richmond's *Samaritan Nerve* permanently cured me of epileptic fits," J. S. Sale, Madison, Florida. Get at your Druggists.

DID you ever think of it? The whole world of the past and is made, by education, the present, positive, permanent helper of each man, woman and child in this country.

HAVE you talked over the estimates to be made at the annual school meeting the first Tuesday in April?

#### SCHOOL STUDIES.

NEWSPAPER items from Egypt, the past few months, mention Soudan as the field of operations of El Mahdi in his religious and political rebellion. The Soudan is an Egyptian province, having about 1,000,000 inhabitants. New school geographies designate this country Soudan, while the old ones carry the ancient name of Nubia.

I HAVE BEEN very much benefited by a 50-cent bottle of Ely's Cream Balm. When I began using it my Catarrh was so bad I had headache the whole time and discharged a large amount of filthy matter. That has almost entirely disappeared and I have not had headache since to amount to anything. Please send me two more bottles.—JOHN H. SUMMERS, Stepney, Conn.

THAT man is great, and he alone Who serves a greatness not his own, For neither praise nor pelf; Content to know and be unknown, Whole in himself.

PARTIES who contemplate visiting Europe will do well to correspond with Dr. E. Tourjee, Boston, the leader of so many pleasant trips over the ocean, who will send a descriptive pamphlet free to all applicants. The *Christian Union* says: "Dr. Tourjee's excursions are the most satisfactory, the best planned and conducted, and embrace a wider range of travel than any other of the excursion tours."



# LOUISIANA

## American Journal of Education.

GEO. D. ALEXANDER..... { Editors.  
J. B. MERWIN.....

### LOUISIANA.

It is hurtful to all of us to have so many illiterate voters. A system of government like ours does not permit one section to suffer long from any cause without entailing evil consequences, more or less serious, upon the others. What it means to the general prosperity of the country to have a large portion of the population growing up without an opportunity of acquiring even a rudimentary education, is sufficiently shown by the fact that more than a million ballots were cast at the last election for President by men who could not read the names of the candidates for whom they voted.

THE proposition to obtain the necessary funds by setting aside the net proceeds of the sales of public lands and of patents, for the purpose of educating the people is a good one, because it avoids the resort to taxation. There is a certain fine appropriateness, furthermore, in consecrating the money received from these two sources, both of which are intimately connected with the expansion and prosperity of the country, to an object designed to secure the permanence of those institutions and influences on which our only hope of enduring national life rests.

### AN AWFUL GRASP.

THE training your children get, or the lack of training, holds an awful grasp upon them. They never can rid themselves of it.

Hence the work done, or left undone, in the

#### COMMON SCHOOLS

of the country assumes greater importance.

Failures in the early work, says the thoughtful and eloquent superintendent of the Boston public schools, are apt to be followed, if not actually repeated in the subsequent work. The primary school trains pupils not merely for its own studies, but for those to come after.

It has an almost awful grasp upon the future.

Days, months, and years after its children have climbed above it, it is still reaching them, still lifting them or dragging them back, according to its training; what it has taught them to shun, they continue shunning.

The lessons they have learned, the truth they have loved, the honor they

have won, are controlling forces as they grow older. Or it may be the reverse. And then the weaknesses and errors of after life are explained by the unlearned lesson, the unloved truth, the unreachd honor of earlier years.

Absolutely untrained your pupils never are, because home influence has been exercising its subtle power long before they come to you; but most of them are so young and plastic that home influence, whether good or bad, can be greatly modified in the school.

The teacher is his pupil's model, whom he must copy, whose influence he cannot help recognizing. You have it in your power to impress your character upon the children under you—aye, it will be impressed whether you desire it or not. Such being the case, the standard which those who undertake to instruct the young should set up for themselves ought to be a high one indeed.

"Nothing resting in its own completeness  
Can have worth or beauty; but alone  
Because it leads and tends to further sweetness,  
Fuller, higher, deeper than its own.

Spring's real glory dwells not in the meaning,  
Gracious though it be, of her blue hours;  
But is hidden in her tender leaning  
To the summer's richer wealth of flowers.

Learn the mystery of progression duly;  
Do not call each glorious change decay;  
But know we only hold our treasures truly  
When it seems as if they passed away.

Not dare to blame God's gifts for incompleteness—  
In that want their beauty lies; they roll  
Towards some infinite depth of love and sweetness  
Bearing onward man's reluctant soul "

### COLLEGE SKETCHES.

BY ROSE OF TANGLEWOOD.

#### A TRAGEDY.

"Somebody's waiting and watching for him,  
Yearning to hold him again to their heart;  
And there he lies, with his blue eyes dim,  
And the smiling, child-like lips apart.

HE was such a strong, powerfully built man, with a reckless bravado that almost frightened us at times.

I remember he once was walking along the slippery roof of the College. "Rivers!" cried our music teacher excitedly, "don't stand there, my boy! one misstep and you would be killed."

He threw back his broad shoulders and took another step just on the very edge, "Oh, no, Mrs. Afton, nothing can kill me!"

He used to argue in class in a provoking, "nagging" way, just as big boys sometimes tease their little sisters. It was his delight to transfix great living brown beetles behind Miss Lell's chair, and watch her shudder when she chanced to look toward them.

"You must not annoy Miss Lell so, Rivers! or some day I shall feel compelled to fling you out of the window," I said to him once after he had been particularly tantalizing.

"Are you Miss Lell's keeper?" he asked, good-humoredly. "It would be too bad to serve a fellow in that way, just for a little fun," smiling

down on me and taking my hand in his rough, burly fashion, "this looks like pitching folks out of windows, doesn't it?" doubling up my fist in his capacious hand, and pretending to shake it.

Saturday he was in the school-room—fun-loving, mischievous as ever—Monday, out in the April sunshine, an angry class-mate shot him like a dog! Oh, it was so terrible!

A foolish April joke or valentine, which, in their cooler, better moments, might have passed off with a few light words, sent a soul unprepared into eternity, and branded one a murderer, his hands stained with the red blood of his friend. Gone, in the strength of his young manhood! Gone from a loving mother and sisters—from teachers and class-mates. No more need to quarrel at his good-natured rallery.

We put aside our books and went in a quiet, orderly manner to the room where our dead friend was lying.

Kind hands had wreathed a garland and cross of snowy jasmynes, and the air was heavy with their fragrance.

I have attended impressive funerals, and listened to eloquent sermons; but none touched my heart and made me realize the nearness of death to each one of us, as did the few simple words, the prayer and familiar hymns around our pale, silent comrade. How strange to have him silent.

He has gone to his last home. Send all that remains of him on earth to his dear, waiting mother. Oh, what a sad, sad, coming home! We formed a long procession and followed him to the depot.

Death in any form is terrible, but this has completely unnerved me, and after the solemn service of the morning, I lie down and strive to calm my excited feelings—longing wearily for my precious little mother, to whose "protecting wing" I flee when at home.

The door opened and a slight, girlish figure, in a scarlet wrapper crept softly in and curled up beside me. "My own, quiet Pansy," I say, "you are such a comfort to me. Let me tuck my arm about you and I think I can rest."

When the others are out walking, Pansy comes to me and draws and studies until dark, then I take her in in my lap and rock her.

No one could help the tragedy of yesterday. But years ago, when murdered and murderer were boys at their mother's knee, or sturdy lads at school, those fiery tempers might have been controlled, the quick, passionate blows restrained.

Lessons and correction might have been given then that would have strengthened their characters—as these rough, self-willed habits have strengthened—through coming years, and this sudden taking of a bright, young life have been prevented.

More than ever I feel the great re-

sponsibility of the teacher. A child may grow to be a blessing or a curse; and our instruction, example and guidance will help to mould, influence and direct the lives of those under our care.

Are we training our pupils for better or for worse?

Ah, me! shall a boy of mine ever look from the grated windows of a prison cell yonder?

It is claimed that the tendency of modern education is to create an aversion to manual labor. This certainly cannot be true of Public Schools, for eighty per cent. of all the pupils in these schools never advance beyond the mere rudiments of an education. They merely learn to read and write, and to use numbers in problems involving the fundamental processes of arithmetic, and then leave the schools to pursue the vocation of their parents or some kindred occupation. The dislike for labor is acquired outside of school influences. Society is responsible for this, and not the schools. Only two out of every one hundred of our school children enter the high school.

In regard to the teachers' meetings lately held, a St. Louis daily paper says: "The meetings of these institutes and associations are calculated to produce excellent results among the teachers themselves by familiarizing them with each other's ways of doing things, and in addition to this favorable feature, there is another of no little weight. Teachers, as a class, are too apt, with advancing age and experience, to become more segregated from each other and from the world at large than is good for them. The meeting tends to bring them out of their retirement and to give them a breath of air from the busy world."

THE Cherokee Nation, Indian Territory, has a population of about 20,000, one fourth of which are pure Indian. The Cherokees have 100 primary free schools and two academies. The General Council of this Nation recently granted a lot of land in the city of Tahlequah for temperance and school purposes, and made an appropriation of money for the support of schools.

#### Texas Teachers Wanted.

Now is the time to file your application at the office of Texas School Agency, if you desire a lucrative field of labor the 1st of September next.

Address,

TEXAS SCHOOL AGENCY,  
17-3 Temple, Texas.

#### HORSFORD'S ACID PHOSPHATE As a Brain Tonic.

DR. E. W. ROBERTSON, Cleveland, O., says: "From my experience can cordially recommend it as a brain and nerve tonic, especially in nervous debility, nervous dyspepsia, etc., etc."



# TENNESSEE

American Journal of Education.

W. E. BELL.....} Editors.  
J. B. MERWIN.....}

## VALUABLE SUGGESTIONS.

THE schools in Tennessee are growing in importance, power, usefulness, and as a consequence, in popularity.

Our people begin to believe in the elevating and ennobling influence of the public school system.

School offices as well as teachers are intelligently inquiring how the schools can be made more helpful and effective.

Hon. Thomas H. Paine, our State Superintendent, makes the following valuable suggestions to County Superintendents, which, we hope, will meet the approbation and cordial co-operation of both our school officer and teacher:

Sup't Paine says:

"In order that more uniformity and system may be introduced in school visitation than has heretofore been generally observed, we issue a statistical note-book to County Superintendents and its use earnestly advised.

"By a thorough visitation of the schools and by noting the facts here indicated carefully, the Superintendent may supply all defects in reports of teachers and directors, and thus find himself able at the time his annual report shall be due, to make a report, without waiting for the slow movements of others.

"He is cautioned, however, not to rely exclusively on his own memoranda, but to require all the same, the utmost promptitude and accuracy from those who should report to him. The two sources together will be an ample supply from which to draw, to make his own report promptly and accurately.

"Another good purpose, which this note-book will serve will be to observe and ascertain such facts in relation to discipline, system, classification and progress of the schools under his supervision as are included in the objects of his visitation and inspection; also the condition of the schools and school buildings, the order and neatness observed, the character and condition of the furniture, apparatus, etc., and the improvements which have been made. These and other facts which may be noted should be carefully recorded in the blank space, under the heading of 'Miscellaneous,'

where heads are not otherwise provided.

"I will add one suggestion, which, though it may be unnecessary, should be so invariably observed and is of so much importance as to merit a place here.

### "THE TEACHER

should always be treated with kindness and courtesy by the Superintendent, and especially in the presence of his pupils. Errors should never be mentioned or commented on, in the presence of the school, though they should frankly yet courteously be discussed in private, and if they be grave or important, in a written communication. Should the Superintendent observe any wants in relation to repairs, furniture, etc., which it is in the power of the Board of Directors to supply, he should relieve himself of all responsibility in connection therewith, by sending them a communication, asking their attention to the same."

### AID NEEDED.

IF Tennessee could get her share on the basis of population, in the distribution of the proposed National school fund of \$50,000,000, derived from the General Government's surplus revenue, she would receive \$1,542,360. Of this Nashville would get \$43,460; Memphis, 33,590; and Chattanooga, \$12,890. The counties, cities and school districts would all share in the benefit of less taxes and more schools, longer terms and the more prompt payment of her teachers.

Are the friends of good schools circulating petitions to Congress for this appropriation? There is no time to lose.

THAT is a good law in Tennessee which prohibits a saloon being opened within four miles of a school house during school term. At Glen Mary, Sedgemoor and many other towns the residents have succeeded in establishing public schools and closing the saloons. Why could not others adopt such a law? And if this is a good law for Tennessee, why not a good law for other States?

WE regret to hear of the division of sentiment in regard to the management of the Normal school at Nashville. We have received several communications in regard to it, but trust the matter can be—as it should be—amicably adjusted.

THE daily American remarks: "It is wonderful to what a point

the discipline in the Nashville public schools has been brought. It pervades not only the school room, but goes into the home and out-door life of the children." Yes, and into all their future life, too. The discipline of the school—punctuality, obedience, self-control, truthfulness—are the fundamental elements of moral character. Their virtues the schools circulate constantly.

If every teacher in Tennessee should procure signatures to the petition for Federal Aid to Education, and forward it to the Senators or members of Congress from this State, it would help materially. Do we not need the funds to lengthen the school terms and to pay the teachers too?

AT the annual meeting of the Kentucky Teachers' Association, held recently in Louisville, the following resolution was unanimously adopted:

Resolved, That this convention expresses the hope that our Senators and Representatives in Congress will find it not inconsistent with constitutional law and high public policy to grant such aid for the overcoming of illiteracy in the country as their wisdom may suggest. A national danger like the present illiteracy among the American people deserves national aid for its suppression.

### WHAT can you do?

What do you bring to the market of the world to help it along and make it better?

It is a good plan once a week to take an hour for a lesson on morals or manners. Read a good story or anecdote to illustrate your topic. You can fire a whole school with enthusiasm for good by reading well selected stories. Stories are sermons that children can understand.

ALL knowledge, if timely and adapted to the capacity of pupils, may be made as interesting as objects and stories.

THE wheat crop of the world is estimated at 1,857,000,000 bushels. If the other cereals bear the same proportion to the wheat crop that they do in the United States, we should have the cereal crop of the world 9,000,000,000 bushels, making a pyramid one mile square at the base and 1,200 feet high, or filling a train of cars nearly 200,000 miles long, or nearly the distance from the earth to the moon. We are not poor!

HERE is a suggestion or two from Dr. Gregory, worth a dozen ordinary columns of "cant" on teaching:

"History and geography are natural associates and allies. They ought never to be separated. History is events. Geography is place. Events without place are merely stories. Place without events simple emptiness. Events imply places, but place alone means nothing.

"No one forgets the geography of Jerusalem, of Waterloo, of Columbus's voyage, and of the Pilgrims' landing place, after having read with map before him, the great deeds which make these places memorable."

### CAMP'S MAPS.

PROF. E. KNOWLTON, formerly one of the leading teachers of San Francisco, says: "We have Camp's Outline Maps in this school. Our teachers like them better than any we have ever used. for the following reasons—

1. Accuracy and distinctness of outline.
2. Freedom from unnecessary and confusing detail.
3. Extreme delicacy and beauty of tinting and coloring.
4. Unusual fineness of engraving, especially of the mountains.

In all these important particulars, Camp's Maps aid in the teaching and learning of Geography better than any others we know of.

The principal railroads of the United States and Europe are accurately laid down, showing the main lines of communication between the chief cities in each country, and furnishing valuable aid for many interesting and highly beneficial exercises in topical instruction in connection with traveling facilities.

These maps are designed to be used in connection with ANY text book on Geography. The set is accompanied by a key, interspersed with lists of questions calculated to direct the pupil's mind to the more important facts, and to thoroughly elucidate the whole subject. It also contains valuable suggestions for using Outline Maps."

ALWAYS find time for map-drawing every day.

GEOGRAPHY should be a part of all studies, both in common school and college. The atlas and the dictionary alike constitute a part of the outfit of every student, and are needed on every study-table.



## TEXAS.

AUSTIN, Feb. 20th, 1884.

Editor AMERICAN JOURNAL OF EDUCATION:

THE Legislature of Texas, at its recent session, had before it a proposed measure for regulating public schools, which was pronounced an excellent one by most of the educators of the State. This bill was based upon the recommendations of Hon. B. M. Baker, Secretary of the Board of Education, and it provided for the establishment of a State Board of Education whose duties were to annually apportion the available school fund according to scholastic population, and decide all appeals from the rulings of the State Superintendent of Public Instruction; for the election of a State Superintendent by the people every two years, whose duty was to manage, supervise and control the public schools; for counties with a scholastic population of over 750 to elect school superintendents; for organizing school districts and requiring annual reports from all the public schools in the State; for county superintendents to have first grade certificates to be eligible to office; and for rating teachers' salaries \$30, \$50 and \$75 per month, according to grade of certificate issued to them by county examiners. This bill passed the Senate with a few minor amendments, but the lower House tacked nearly 100 amendments to the bill. Some new school law was necessary, so in the closing hour of the session the Senate concurred in the House amendments. The new statute is known as chapter 24, approved February 6th, 1884, "The General School Law." The Governor permitted it to become a law by holding it beyond the limitation of his veto power.

The previous school law fixed the school age between 8 and 14 years. Under the new school law the age is fixed between 8 and 16 years, and according to official estimates based on the new schedule, there are 425,000 persons of scholastic age, and it will be necessary to provide for an attendance of 340,400. With this increased attendance the estimate cost of maintaining the schools for the constitutionally required term of six months is \$1,838,200, while the available school fund for the six months from all sources is \$1,690,000. The Legislature refused to increase the school tax from 12 1-2 cents per \$100 to meet this anticipated shortage in the school fund.

With Federal Aid to education, Texas on the basis of population would receive \$1,590,000 and of illiteracy \$2,500,000 from the General Government, which would enable the school term of five and one-third months to be extended to eight months, as it ought to be.

The State Secretary of the Board of Education has sent out circulars to local school officials, requesting school population reports under the new law.

ARE all the teachers of Texas circulating petitions to Congress to get the \$1,590,000 to help maintain the schools, to secure longer terms, and to pay the teachers for their work more promptly and liberally. There is no time to lose. Texas needs the money, and it can be secured with proper effort.

PROF. J. BALDWIN, of the Sam Houston Normal School at Huntsville writes, that the new school law of Texas is an *immense* gain. Six months is now made the minimum school term. An efficient State Superintendency is now provided. The township district system established. Teachers' certificates conferred by the summer Normal institutes, and certificates and diplomas conferred by the State Normal schools are made good throughout the State. The school tax is fixed at twelve and one-half cents on the hundred dollars.

In every section of this great State there is a healthy and active public sentiment in favor of an efficient school system.

## CALIFORNIA.

THE San Francisco *Occident*, in reference to Federal Aid to education, says: "Such an appropriation, added to what the States are doing, would double the educational facilities and rapidly dispel that heavy cloud of illiteracy which not only darkens the South, but threatens the whole land. We hope that Congress will heed the President's suggestions, and instead of spending all its time in tariff-tinkering and president-making, will do something promptly and liberally to aid the South in training the rising generation for the duties of citizenship."

California, at the last census, had 48,583 illiterates, all of which will be benefited if Federal Aid is given.

The chaplain of the Sing Sing prison, N. Y., where 1,510 State convicts are kept, says: "It is a misrepresentation that the prisons of New York State contain many well-educated men. Statistics show, however, that there was not

a single college graduate confined within the walls of Sing Sing prison during the year 1883. The statistics of this prison for the past ten or twelve years is ample proof that education tends to lessen crime. The majority of men who enter Sing Sing prison are naturally smart, have a good basis for education and frequently claim that they are college and high school graduates, but are soon found to be wonderfully deficient."

New York State had, by the census of 1880, 166,675 illiterates, and Federal Aid to educate them would lessen the population within prison walls.

## ILLINOIS.

THE citizens of Carbondale, Ill., have erected a temporary building for the use of the Southern Illinois Normal School, while waiting for the assembling of the State legislature, and its enabling the appropriation of money to rebuild this normal school which was recently destroyed by fire. The above temporary building was dedicated a short time since with a public mass-meeting, largely attended by prominent citizens of Southern Illinois. The programme of the above meeting consisted of addresses by the men, and of songs by the ladies.

A new building for the public school at Shawneetown, Ill., has been finished, and was opened recently with a social festival and literary entertainment, given by the residents of that city.

If Illinois could receive, according to population, her share of \$50,000,000 of the surplus revenue of the United States, to use in the improvement of the educational character of her schools, and to increase the salaries of her teachers, she would get \$3,077,87. In the distribution of this fund, Chicago would get, each year, \$503,309; Peoria, \$29,310; Quincy, \$27,270; Springfield, \$19,740; Lake Township, \$18,390; Bloomington, \$17,180; Joliet, \$16,140; Hyde Park, \$15,710; Rockford, \$13,130; Aurora, \$11,820; Rock Island, \$11,660; Galesburg, \$11,440, and Jacksonville \$10,920.

If all the twenty thousand teachers in Illinois were vigorously at work circulating petitions for Federal Aid \$3,000,000 and over, we should hear less complaint about short school terms and poor pay.

## Reading Schools.

## SHEFFIELD SCIENTIFIC SCHOOL OF YALE COLLEGE.

Courses in Chemistry, Pure and Applied, in Civil and Dynamic Engineering, in Agriculture, Botany, Zoology, Mineralogy, and Geology, in Biology, with special reference to preparation for a Medical Course, and in General Scientific Studies, with English, French, and German, Political Economy, History, etc.

For programme, address Prof. GEO. J. BRUSH, Executive Officer, New Haven, Conn. x3 12-2

## ILLINOIS STATE NORMAL UNIVERSITY,

For the special preparation of teachers. The full course of study requires three years. Tuition free to those who pledge themselves to teach in the State; to others, \$30 per year. High School Department offers the best advantages for preparing for college or for business. Tuition \$30 per year. Grammar School Department furnishes excellent facilities for obtaining a good, practical education. Tuition, \$25 per year. Terms begin Sept. 8, 1884 and March 17, 1884. For particulars address Edwin C. Hewett, President, Normal, Ill. 13-10C

## IOWA STATE NORMAL SCHOOL, CEDAR FALLS, IOWA.

The great school for teachers, supported by the State of Iowa. Eighth year. Four hundred students. Three buildings, large and imposing, steam-heated throughout. Boarding hall complete; large faculty; excellent library and well equipped laboratories. The cheapest of schools. Fall term commences Sept. 5, 1883. Send for catalogue. 16-8f J. C. GILCHRIST, Prin.

## CENTRAL COLLEGE.

## FAYETTE, - MISSOURI.

Founded 1857. Endowment, \$110,000. Buildings and apparatus \$30,000. 171 young men in attendance from 6 States, under 8 experienced Professors, each a specialist. An excellent preparatory department fits students for college. No vicious or idle students allowed to remain. Necessary expenses low. 35th term opened September 6th. For catalogue, address 16-10tf E. R. HENDRIX, D. D., Pres't.

## DRURY COLLEGE,

## SPRINGFIELD, - MO.

DEPARTMENTS—I. College proper. II. Preparatory. III. Music. IV. Art. COURSES OF STUDY—Classical, Scientific, Literary and Normal. Tuition and all expenses very low, advantages considered. Tuition (save in music and art) commonly free to candidates for the ministry and children of ministers. Equal advantages to ladies and gentlemen. Address with stamp, N. J. MORRISON, D. D., President.

## WOMAN' MEDICAL COLLEGE OF CHICAGO.

The annual session commences about the first Tuesday in October, and continues thirty-one weeks.

The requirements for admission, the course of study, and the requirements for graduation fully equal to contiguous colleges.

Prof. Wm. H. Byford, A. M., M. D., Pres't. For information or announcement, address Prof. David W. Graham, M. D., Sec'y. 16-3tf

## The Hershey School of Musical Art, CHICAGO, ILLINOIS,

Affords unsurpassed facilities for Musical Education in every department of the art. Special facilities for Concert performers.

Pupils can enter at any time.

Send for circular with full particulars. H. CLARENCE EDDY, General Director. MRS. SARA HERSHEY EDDY, Vocal Director, Hershey Music Hall, Chicago, Ill.

## TO GET PRACTICAL EDUCATION GO TO

Johnson's Commercial College

S. W. Cor. 3d and Vine, St. Louis, Mo.

Write for Circular







J. B. MERWIN, Managing Editor  
AMERICAN JOURNAL OF EDUCATION:

MY receipt for one year's subscription to your excellent paper came duly to hand, for which please accept thanks. I shall endeavor to prevail on our teachers to subscribe for it, as I think it should be in the hands of every teacher in the State.

The schools of our county were never in a more prosperous condition than at the present time. We have several excellent teachers, and they are receiving very fair wages, quite a number are getting \$50 per month; a few \$60, and others more. I am glad to state that lady teachers are receiving good wages, quite a number \$40 and \$45. The people have learned that the best teachers must have good wages, and cheap teachers are dear at any price.

The Chillicothe Public Schools, under Supt. W. H. Stultz, are in a fine condition; he has an excellent corps of assistants, and the schools have a larger attendance than ever before.

We will hold a Normal Institute of four weeks' duration here this summer and fall. We have township institutes in a few of the townships, and expect to organize one in the others this summer.

Hoping this will give you an insight into the schools of our county, we will close, by wishing success to your paper, etc.

Respectfully,  
W. A. HENDERSON,  
Co. School Com., Liv. Co., Mo.

"An offer to Teachers," by the American Pen and Pencil Co., on page 16, means all and a little more than is promised, as we know from a pleasant experience and an actual trial. Better drop them an inquiry and see if it is not so.

If the State of Missouri had her quota on basis of population, in the proposed National school fund of \$50,000,000, she would get from the surplus revenue of the United States \$2,168,380. With this she could reduce State taxation and increase pay of school teachers and build the needed school houses every year. Saint Louis would get \$350,520; Kansas City, \$55,800; St. Joseph, \$32,480, and Hannibal \$11,070 per annum. Is it not worth the united effort of all our educators to secure? We think so.

LATELY, in a country school in Illinois, a boy went from the foot to the head of the class of seventeen pupils, in a spelling lesson. The teacher and the boy's classmates all supposed he had spelled the word correctly, but shortly afterwards he discovered he had made a mistake in one vowel letter, and so informed the class, and went down to the foot again.

#### HERE YOU HAVE IT.

WE present below a form (official), for estimates to maintain the schools in Missouri for 1884-5.

Let the law be complied with. It is mean, illiberal, contradictory and inefficient—keeping the schools poor and the teachers poor—but it is the law, and until we are competent and able to elect wiser men to the Legislature, we must smart for the poor laws unwise men enact.

Good schools will give us a remedy for these defects after a while.

#### FORM FOR ESTIMATES FOR 1884-85.

To the County Clerk of Henry County, Missouri:

Dear Sir—Please find herein an estimate of the amount of funds necessary to sustain the School in District No. 4, Township No. 41, Range No. 24, for the period of six months, and other amounts required.

For Teachers' Fund, - - - - -	\$300 00
For Building Fund, - - - - -	400 00
For Incidental Fund, - - - - -	100 00
For Interest on Indebtedness - - - - -	50 00
For Sinking Fund, - - - - -	50 00
Total, - - - - -	\$900 00
Deducting Cash on Hand, - - - - -	\$150 00
Deducting Amount Estimated from Public Funds, 50 00	200 00

Amount to be Levied on Taxable Property of the District, \$700 00

I hereby certify that at the Annual Meeting, on the first Tuesday in April, 1880, it was ordered that School be held for the period of six months, and that the various amounts above specified were appropriated for sustaining and carrying on the same; that a majority vote was given to increase the levy to 65 cents on the \$100 valuation, if so much was needed to raise the amounts for Teachers' and Incidental Funds; that a separate vote was taken for building purposes, and two thirds of the voters in the District voted in favor of levy for the above amounts, and the other amounts are needed for valid existing indebtedness and interest on same, which are not restricted by the Constitution to any definite per centum.

JOHN DOE, District Clerk.

The Clerk will draw a line through any portion of the certificate not suited to the action of the meeting.

### JUST OUT!

## A NEW MENTAL ARITHMETIC. BASED ON A NATURAL METHOD.

BY GEORGE E. SEYMOUR, A. M.

RETAIL PRICE, 35c. - - - - - INTRODUCTION PRICE, 25c.  
AMERICAN SCHOOL BOOK CO., ST. LOUIS, MO.

What Dr. Wm. T. Harris thinks of the Book.—

"PROF. GEORGE E. SEYMOUR—Dear Sir:—I have examined the NEW MENTAL ARITHMETIC that you kindly sent me the other day, and find it full of practical devices for Perfecting the Pupil in the knowledge of Numbers and the ready use of the same. I have always believed in keeping up a study of Mental Arithmetic throughout the district school course, and have not sympathized in the crusade against it in late years, although I never placed so high an estimate on its use as a logical discipline as people were wont to do twenty-five years ago. I think that your book will prove exactly what is wanted in the schools, and that your labor in reducing to form the results of your long and successful experience in teaching Arithmetic is a benefaction to the cause of Education."

(Signed.)

Truly yours,

W. T. HARRIS.

## Missouri School of Mines, ROLLA, MISSOURI.

The courses of study lead to the degrees of Civil and Mining Engineer, and embrace in three years among the most prominent, the following:

Civil Engineering: Use of Instruments, Land and Railroad Surveying, Triangulation, Road Construction, Actual Practice in the Field.

Mine Engineering: Exploration of Mineral Veins, Timbering, Ore Concentration.

Mathematics: Algebra, Geometry, Trigonometry, General Geometry, the Infinitesimal Calculus with their numerous applications.

Mechanics: Rational and applied.

Chemistry and Metallurgy: Theoretical Chemistry, Blowpipe Analysis, Qualitative and Quantitative Analysis; Metallurgy by lectures. The Chemical and Assay Laboratories are well equipped.

Graphics: Descriptive Geometry, Shades Shadows and Perspective; an extended course in Drawing.

Preparatory Department.—Thorough Course of Two Years, completion of which admits to Professional Courses without further examination.

Tuition, 20 dollars per year. Board, 10 to 15 dollars per month.  
SPRING TERM BEGINS FEBRUARY 5th, 1884.

For information apply to

G. Z. WHITNEY, Sec'y.

CHARLES E. WAIT,  
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## THE ELOCUTIONIST'S ANNUAL, No. 11.

Readings! Recitations! Dialogues! Tableaux!

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## W. W. WALLACE,

DIRECTOR OF

## University College of Music.

Director of Conventions and Normal Institutes, Teacher of Voice Culture, Piano and Organ. Correspondence solicited. Private lessons, or on Conservatory plan  
LITTLE ROCK, ARK

## STORY & CAMP

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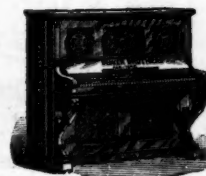
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Estey, and Story & Camp Organs.

Finest Instruments at Lowest Prices.

203 North Fifth Street,

ST. LOUIS!

## Western Musical Conservatory,

Rolla, Phelps County., Mo.

Music on any instrument. Instruction in any study. School open all the year. Pupils received at any time. Summer term for teachers and specialists begins every year June 15, for 12 weeks. School a success. Send for information.  
Prof. E. H. SCOTT, Director.

R. W. DOUTHAT, Manager.



## KANSAS.

We present on this page a bird's-eye view of the school houses in Waubesaee county, or rather what was a bird's-eye view when this picture was drawn a few months since, of of the 63 school houses already built. Already some of these houses are being replaced by larger and better ones. The fact is, there is no one element which has contributed so much to the wonderful growth and rapid development of this State as the extraordinary facilities furnished for educating the children.

The influence of these schools has already been very largely and widely beneficial, not only in the facilities afforded for education, but in the results of the training received. We know something from long acquaintance and personal contact of the leading settlers of this county. Hon. C. B. Lines we knew as a member of the Legislature in Connecticut for several successive sessions. He has hung heavy on the right side of every great question for years, and to some purpose with all. So of Sherman Baldwin, Esquire, and Geo. Beckwith, and the Isabells, and a host of the other leading citizens of this county.

In addition to all this as showing in a stronger light the results of this school training, Mr. S. H. Fairchild, who has held the office of Register of Deeds since 1869, and who has loaned large amounts of money during the last ten or fifteen years, says, that "he has never lost a dollar on either principal or interest." Who wants a better record than that? Who can show a better record than that? That is the inevitable and legitimate result of proper school training. That is what makes the land in Kansas valuable and saleable, and the people reliable, honest, industrious, frugal, economical and successful. These are the cardinal virtues into which the schools train the people, and for the past ten years, re-large amounts loaned, "not a dollar has been lost on either principal or interest in Waubesaee county. That is not only a good thing for Waubesaee county, in and for itself, but it is a good advertisement, and a legitimate one, too.

If this is good for this county, why would it not be good for every other county in Kansas. Why would it not be good for Arkansas, Texas and Missouri? People who are worth having want to buy land and settle where they can train and educate their children into an honest, industrious, productive citizenship.

Waubesaee county not only shows how this can be done, but is able to show also that it has been done. Prof. Matt. Thompson, as County Superintendent, and his able corps of teachers,

should have due credit for these splendid results also.

We shall be glad to hear from other counties in Kansas and other States that are doing as well.

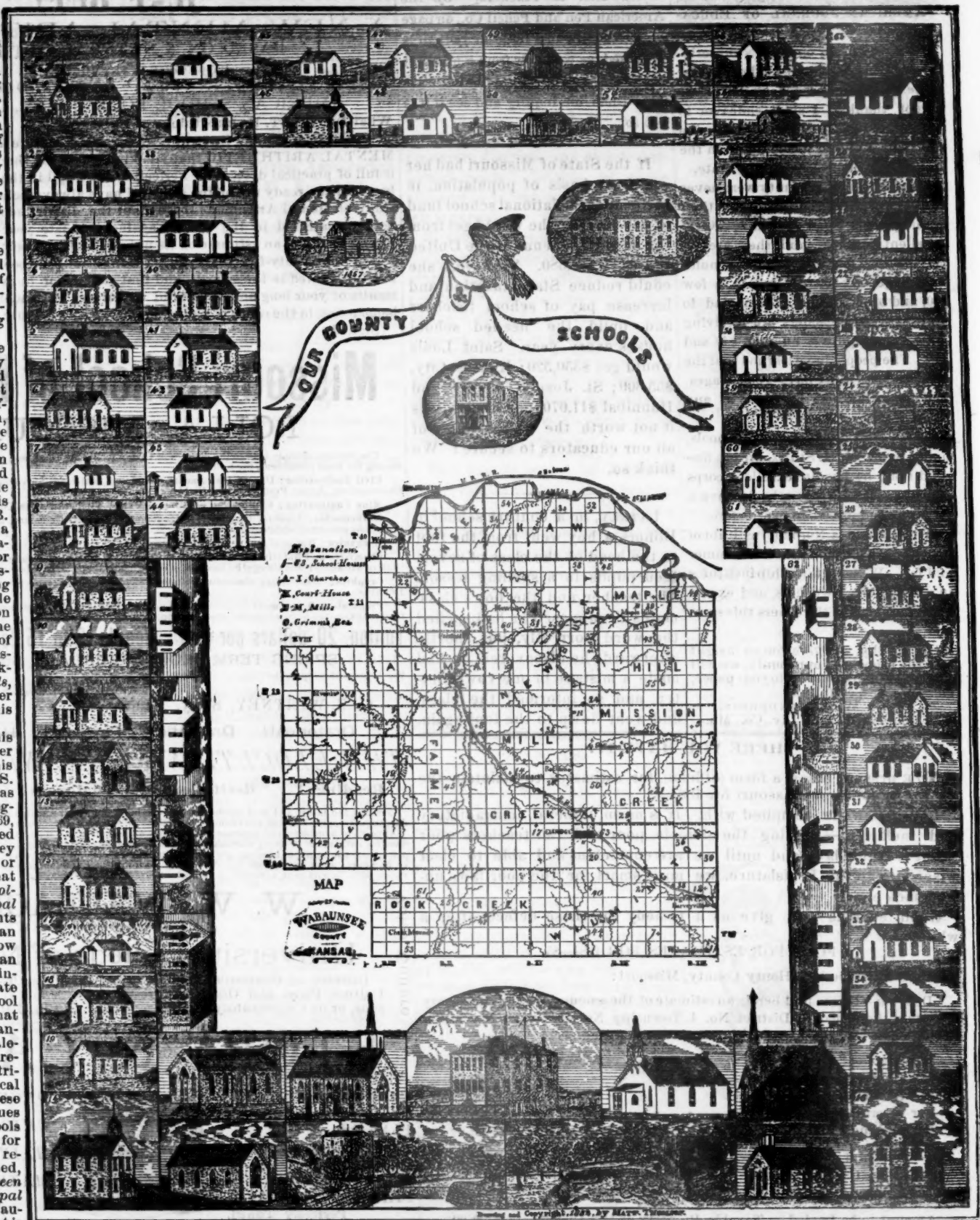
In the great Boston fire one of the Boston banks lost not only every book of account, but every security and note that was in its vaults, amounting to over twelve hundred and fifty thousand dollars. On the morning after the fire its officers had no evidence or record by which any of the per-

sons or corporators who owed it money could be held to their contracts, yet within a very short time duplicate notes were voluntarily brought in by its debtors, many of whom knew not whether they could ever pay them, because the fire had destroyed their own property, and the ultimate loss of that bank from the burning of its books and securities was less than \$10,000.

Another link in the chain of evidence of the value of school

training, and of the direct moral influence this training exerts.

BE sure and read the advertisements carefully—all of them—for there is not a line but what is worthy and reliable, and as usual, do yourself the credit and your friends the favor of telling just where you found them—in the AMERICAN JOURNAL OF EDUCATION.





## PUBLISHER'S NOTES

Don't fail to note that Jos. Gillett & Sons, send on application, sample cards, price lists, &c., of their celebrated steel pens.

We call the attention of all who contemplate purchasing musical instruments to the advertisement of Story & Camp, in another column. Their fine selection of pianos and organs, their cheapness, and their method of doing business merit the patronage of all.

THE March *Outing* comes to us with a charming snow scene for a frontispiece, and a mixture of winter and summer in its contents, as varied as the season. It has a broad and attractive field, and one that is steadily gaining attention from the public. It is filling it increasingly well. Subscription price, \$2.00 a year. The Wheelman Co., Boston.

TEACHERS and pupils interested in the "Spring Science," should send 25 cents to Chas. H. Marot, Philadelphia, Pa., and secure a copy of "The New Botany," by W. J. Beal, M. S. Ph. D., Professor of Botany, in Agricultural College, Lansing, Mich. This excellent little work is a lecture on the best method of teaching the science, and we think it will be found very helpful to all.

THOSE who are interested in drawing, should read carefully the advertisement of the Prang Educational Company on page 16 of this issue. This well-known firm publish standard text books on art education. They also deal in drawing models, school pencils, school compasses, scientific apparatus and materials for schools and colleges. Don't fail to send for their catalogues and full particulars.

THE well-known house of D. Appleton & Co., of New York, announce on our first page that they publish the "standard" American geographies, and they certainly are well up to the most advanced methods of teaching. They are beautifully illustrated, and the mechanical execution is simply perfect. They have been very careful to avoid all useless details, and to retain only that which is essential to the most comprehensive and practical method of teaching this branch of study. The higher geography contains a full and complete explanation of the recently adopted standard time, which is a feature that adds much to the general excellence of the series. Altogether, we do not think we can commend them too highly.

## Their Name is Legion

LEGIONS of people have had their lives made miserable by Piles. This painful difficulty is often induced and always aggravated by Constipation. Kidney-Wort is the great remedy for all affections of this kind. It acts as a gentle cathartic, promotes a healthy action of the bowels, and soothes and heals the inflamed surfaces. It has cured hundreds of cases where all other remedies and applications have failed. Sold by all druggists.

## KING'S EVIL

Was the name formerly given to Scrofula because of a superstition that it could be cured by a king's touch. The world is wiser now, and knows that

## SCROFULA

can only be cured by a thorough purification of the blood. If this is neglected, the disease perpetuates its taint through generation after generation. Among its earlier symptomatic developments are Eczema, Cutaneous Eruptions, Tumors, Boils, Carbuncles, Erysipelas, Purulent Ulcers, Nervous and Physical Collapse, etc. If allowed to continue, Rheumatism, Scrofulous Catarrh, Kidney and Liver Diseases, Tubercular Consumption, and various other dangerous or fatal maladies, are produced by it.

## Ayer's Sarsaparilla

Is the only powerful and always reliable blood-purifying medicine. It is so effectual an alternative that it eradicates from the system Hereditary Scrofula, and the kindred poisons of contagious diseases and mercury. At the same time it enriches and vitalizes the blood, restoring healthful action to the vital organs and rejuvenating the entire system. This great

## Regenerative Medicine

Is composed of the genuine Honduras Sarsaparilla, with Yellow Dock, Stillingia, the Iodides of Potassium and Iron, and other ingredients of great potency, carefully and scientifically compounded. Its formula is generally known to the medical profession, and the best physicians constantly prescribe AYER'S SARSAPARILLA. 35 AN

## Absolute Cure

For all diseases caused by the vitiation of the blood. It is concentrated to the highest practicable degree, far beyond any other preparation for which like effects are claimed, and is therefore the cheapest, as well as the best blood purifying medicine, in the world.

## Ayer's Sarsaparilla

PREPARED BY

Dr. J. C. Ayer & Co., Lowell, Mass.

[Analytical Chemists.]

Sold by all Druggists; price \$1; six bottles for \$5.

## TO PRESERVE THE HEALTH

Use the Magneton Appliance Co's

## MAGNETIC LUNG PROTECTOR,

Price Only \$5.

They are priceless to ladies and gentlemen and children with weak lungs; no case of pneumonia or croup is ever known where these garments are worn. They also prevent and cure Heart Difficulties, Colds, Rheumatism, Neuralgia, Throat Troubles, Diphtheria, Catarrh, and all kindred diseases. Will wear any service for three years. Are worn over the under clothing.

## CATARRH.

It is needless to describe the symptoms of this noxious disease that is sapping the life and strength of only too many of the fairest and best of both sexes. Labor, study and research in America, Europe and Eastern lands have resulted in the Magnetic Lung Protector, affording cure for Catarrh, a remedy which contains no drugging of the system, and with the continuous stream of Magnetism permeating through the afflicted organs, must restore them to healthy action. We place our price for this appliance at less than one-twentieth of the price asked by others for remedies upon which you take all the chances, and we especially invite the patronage of the many persons who have tried drugging their stomachs without effect.

## HOW TO OBTAIN

This Appliance. Go to your druggist and ask for it. If he has not got it, write to the proprietors, enclosing the price in a letter at our risk, and it will be sent to you at once by mail, post-paid.

Send stamp for the "New Departure in Medical Treatment Without Medicine," with thousands of testimonials.

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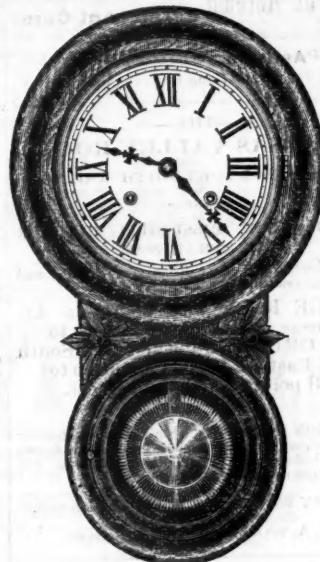
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From the Mail, (Canada), Dec. 15.

Catarrh is a mucous purulent discharge caused by the presence and development of the vegetable parasite amoeba in the internal lining membrane of the nose. This parasite is only developed under favorable circumstances, and these are: Morbid state of the blood, as the blighted corpuscle of tubercle, the germ poison of syphilis, mercury, toxemia, from the retention of the effete matter of the skin, suppressed perspiration, badly ventilated sleeping apartments, and poisons that are germinated in the blood. These poisons keep the internal lining membrane of the nose in constant state of irritation, ever ready for the deposit of the seeds of these germs which spread up the nostrils and down the fauces or back of the throat, causing ulceration of the throat; up the eustachian tubes, causing deafness; burrowing in the vocal cords, causing hoarseness; usurping the proper structure of the bronchial tubes, ending in pulmonary consumption and death.

Many attempts have been made to discover a cure for this distressing disease by the use of inhalants and other ingenious devices, but none of these treatments can do a particle of good until the parasites are either destroyed or removed from the mucous tissue.

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## Illinois Central Railroad

### TIME TABLE.

STATIONS	Train 1, Daily except through sleepers Sunday.	Train No. 3, Daily with sleeping car Chicago to New Orleans.
Leave Chicago	8:10 a. m.	8:30 p. m.
Arrive Effingham	4:40 p. m.	3:55 a. m.
Arrive Odin	7:10 p. m.	5:45 a. m.
Arrive Centralia	7:35 p. m.	6:10 a. m.
Leave Centralia	10:05 p. m.	6:15 a. m.
Arrive Cairo	4:05 a. m.	10:50 a. m.
Arrive Martin	7:40 a. m.	1:25 p. m.
Arrive Nashville	10:40 a. m.	10:15 p. m.
Arrive Milan	7:30 p. m.	10:50 a. m.
Leave Milan	12:55 p. m.	3:45 p. m.
Arrive Memphis	4:15 p. m.	8:15 a. m.
Arrive Jackson, Tenn.	10:40 a. m.	4:00 p. m.
Leave Jackson, Tenn.	10:45 a. m.	
Arrive Mobile, Ala.	1:50 a. m.	
Arrive Grand Junction	12:45 p. m.	6:00 p. m.
Leave Grand Junction	6:35 p. m.	6:45 p. m.
Arrive Memphis	8:20 p. m.	8:20 p. m.
Arrive Jackson, Tenn.	10:45 p. m.	3:21 a. m.
Leave Jackson, Miss.	5:40 a. m.	5:40 a. m.
Arrive Vicksburg	8:00 a. m.	8:00 a. m.
Arrive New Orleans	7:15 a. m.	11:00 a. m.

NOTE—That Train No. 3 (with through New Orleans sleeper) leaving Chicago at 8:30 p. m. daily, arrives at New Orleans at 11:00 a. m. the second morning (18½ hours). This is 8 hours quicker time than has ever been made from Chicago to New Orleans, and 8 hours quicker time than by any other route.

NOTE—That Train No. 3, leaving Chicago at 8:30 p. m., arrives at Memphis via Grand Junction and the Memphis & Charleston Railroad, at 8:20 p. m. (43 hours and 50 minutes from Chicago). Passengers on this train have the advantage of through sleeper to Grand Junction, which is reached at 6:00 p. m.

NOTE—That passengers leaving on Train No. 1, make connection at Milan with Louisville & Nashville train, arriving at Memphis at 4:15 p. m.; also at Grand Junction with Memphis & Charleston Railroad, arriving at Memphis at 8:20 p. m.

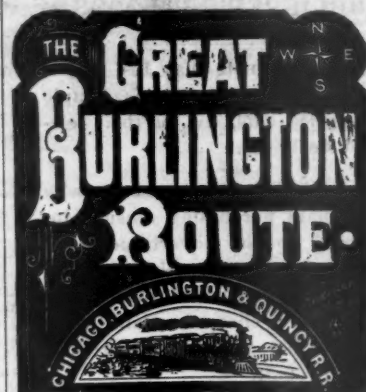
NOTE—The close connection with the Mobile & Ohio Railroad at Jackson, Tenn., and the quick time we are thus enabled to make. Mobile passengers can secure sleeping car accommodations for Train No. 1 at DuQuoin, at 12:15 a. m., and again at Jackson, Tenn., direct for Mobile.

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